



Professional Development Planning Checklist

PART A: Identify the North Carolina Professional Development Standards this activity addresses.

CONTEXT

- 1 _____ organizes adults into learning communities whose goals are aligned with those of the school and district.
- 2 _____ requires skillful school and district leaders who guide continuous instructional improvement.
- 3 _____ requires resources to support adult learning and collaboration.

PROCESS

- 1 _____ uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- 2 _____ uses multiple sources of information to guide improvement and demonstrate its impact.
- 3 _____ prepares educators to apply research to decision making.
- 4 _____ uses learning strategies appropriate to the intended goal.
- 5 _____ applies knowledge about human learning and change.
- 6 _____ provides educators with the knowledge and skills to collaborate.

CONTENT

- 1 _____ prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- 2 _____ deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- 3 _____ provides educators with knowledge and skills to involve families and other stakeholders appropriately.

PART B: Goals, Objectives and Desired Outcomes

- 1 Identify the strategic goal(s) or school improvement plan area(s) to be addressed by this activity.

- 2 What are the specific desired outcomes for this activity as related to change in participant:
(Address outcomes for at least one indicator of change.)

A Knowledge: _____

B Attitude: _____

C Skill: _____

D Aspiration: _____

E Behavior _____





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PART C: Data Analysis

- 1 What data were reviewed to determine the need for this activity?
(Multiple sets of data should be reviewed including educator and student data.)

- 2 What data will be gathered for review as part of the evaluation of this activity?

PART D: Identify Resources

- 1 Fiscal:

- 2 Human:

- 3 Other:

PART E: Follow-Up

- 1 How will the initial activity be followed up (e.g. face-to-face, online modules, learning teams)

- 2 How will follow-up be scheduled?

Follow-Up Activity	Person(s) Responsible	Timeline	Evaluation of Follow-Up

PART F: Evaluation

What measure will you use to assess whether the activity enabled the school (school as a whole, a team, a grade level, etc.) to meet its goal? What are the indicators of successful use of the knowledge or skills in the classroom to promote student achievement?

PART G: Continuous Planning

What are the next steps as related to this specific activity – continue, modify, repeat the activity?

